DOCUMENT RESUME

ED 300 880 EA 020 234

AUTHOR Douglas, J. Rex; Johnson, M. Claradine
TITLE Principals' Training Needs: A Determinative Model.
PUB DATE 86
NOTE 34p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Inservice Education; *Job Performance; *Job Skills; *Management Development; Needs Assessment; *Principals; *Training
IDENTIFIERS *Kansas

ABSTRACT

This report, part of a larger study examining training needs for Kansas school board members, superintendents, and principals, covers principals' job performance needs and the skills associated with them. The Educational Administration Skills Inventory (EASI) produced data that were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members, superintendents, or principals. Principals' skills identified as needing improvement were judgment, organizational ability, oral communication, risk-taking, stress tolerance, and creativity. Activity areas needing attention included curriculum development, staff development and evaluation, instructional supervision, long-range planning, staff selection, and program evaluation. Suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced. Included are 10 tables and 7 references. (MLH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300830

Principals' Training Needs:
A Determinative Model

J. Rex Douglas
Associate Professor
Wichita State University

M. Claradine Johnson
Associate Professor
Wichita State University

Box 123, WSU
Wichita, Ks 67208
316-683-2415

Fall, 1986

EA 020 234

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Rex Douglas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Principals' Training Needs: A Determinative Model

Abstract

The purpose of this study was to examine training needs for school board members, superintendents, and principals. This particular report covers Kansas principals, focusing on job performance needs and the skills associated with them.

The EASI instrument--Educational Administration Skills Inventory--produced data that were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members, superintendents, or principals. The model made it possible to recognize areas of greatest need, as well as the particular skills that tend to associated with that administrative activity. Finally, suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced.

Principals' Training Needs: A Determinative Model

Introduction.

The purpose of this study was to examine training needs for Kansas school board members, superintendents, and principals. This particular report covers Kansas principals, focusing on job performance needs and the skills associated with them. Individual reports define needs and program recommendations for all three groups.

Studies on needs assessment have taken many forms, but most often focus on attitudes toward the study of a particular topic. This study was designed to follow a variation of a typical idioghraphic learning model (Laten and Katz, 1975/1978) with procedures for both individual and group analysis. This process included:

1. A description of the job environment.
2. Performance expectations for job-holders.
3. Behavioral descriptions of an individual's performance.
4. A data summary.
5. A set of reasonable expectations for either groups or individuals.

The job environment is provided by preselection of the job and the region, and demographic information about each school district. Performance expectations are generated by perceived ratings of "importance" on fourteen administrative activities and on sixteen behavioral skill dimensions.

Performance expectations are provided by ratings of "performance" on fourteen activities and on forty-three specific behaviors keyed to sixteen behavioral skills. The data were compiled on the basis of groups in order to translate the information into usable programs.

Several assumptions accompany this approach to understanding needs:

1. Changes in the environment or in the job change both the opportunity and the need for particular behaviors.
2. Significant gaps between "importance" and "performance" suggest appropriate areas of need.
3. It is appropriate to determine needs by both descriptive and statistical data handling.
4. Behavioral items within an instrument or to be observed should be those clearly associated in the literature with particular skill dimensions.
5. The data analyzed to determine needs should have specific instructional implications.

EASI--The Instrument.

The Educational Administration Skills Inventory is based on one hundred items of information. Eight items ask demographic information related to the respondent; five ask for demographic information about the person identified for performance estimates. Each respondent was asked to rate the

importance of a particular behavioral skill dimension with reference to a particular job: board member, superintendent, or principal. The rating scale was a 7 point Likert-type scale. He/she was asked to rate the importance of fourteen activities with reference to a specific job. Next, the instrument asks that the performance of a specificically identified person in that district be rated on the basis of performance of each activity. The last part of the instrument asks for a rating of that person's performance on forty-three specific behaviors, each keyed by definition and usage to a behavioral skill dimension.

The major portion of the activity items are those identified by the National Association of Secondary School Principals as the primary activity categories associated with the principalship (McCleary and Thompson, 1979). Added to that list were several activities identified by the American Association of School Administrators (Hoyle, English, and Steffy, 1985).

Twelve of the sixteen skill dimensions were taken from those used by NASSP in a national program of assessment centers for the selection of school principals. with some adaptatioin for the instrument. These include problem analysis, judgment, organizational ability, leadership, sensitivity, decisiveness, range of interests, personal motivation, educational values, stress tolerance, oral communication, and written communication. Definitions and the behaviors keyed to skills were similar to those used by

NASSP. Four skill dimensions often associated with school administrative jobs were added: conflict management, political astuteness, risk taking, and creativity. Of the forty-three semantic differential behaviors, all were selected as the primary behaviors associated with particular skill dimensions--two, three, or four items keyed to each dimension.

Definitions of Terms.

Determanitive Models--A determanitive model is a defined process sequence in which the data collected and analyzed have a direct implication upon some aspect of the follow-up program. In this study, the method identified "importance", "performance", and the coincidence of particular skills and particular activities. The follow-up programs are implied by the conclusions reached, and are definable in terms of the specific topics, the specific skills that are appropriate, and--by secondary implications--the appropriate simulations and methods for instruction.

Activities--This term was used throughout the study as a descriptor of job-actions derived from the requirements of school administrative roles. Each activity will, of necessity, include a series or other grouping of objectives or efforts designed to attend to the accomplishment of tasks of a particular job. The nature of the activity will be significantly different for each area and for each job.

Skill Dimensions or skills--These two terms are used interchangeably, and refer to the capability of job-holders

or prospective job-holders to behave in specific ways that are generally seen as effective in accomplishing job-tasks or activities. The behaviors identified for each skill dimension were those consistently identified in the literature as sets of behaviors appropriate to each skill. To score high ratings in skill dimensions, the job-holder must demonstrate a reasonably full repertoire of behaviors with the command of those necessary to successfully implement the purposes of the organization--activities in this instance.

Content Validation.

Fifteen persons were selected as experts in the area of school administration or in the operation of NASSP assessment centers to review the instrument. There was no rejection of items and none were recommended to be added to either the activities or specific behaviors. Suggestions were made for improved wording of nine items, and this was done. The fifteen persons included a State Commissioner of Education, a Dean of a College of Education, three directors of regional assessment centers, three university professors of educational administration, three superintendents, and four principals.

Reliability.

After these changes, the EASI instrument was presented to two groups of graduate students in educational administration, a total of thirty-five participants. These volunteers were teachers preparing to become school

administrators. They were asked to complete the instrument in relation to the job of the principalship and to provide performance ratings for their current, or most recent, principal.

The SPSS program, "Reliability" (SPSS Inc., 1986), was run, grouping items in terms of Activities/Importance, Skills/Importance, Activities/Performance, and Skills/Performance. The sixteen skill dimensions, including behavioral items assigned to each, also produced reliability scales. For the first four areas above, Gutman split-half r's were .89, .85, .84, and .85. Spearman-Brown r's were .89, .85, .85, and .86. Gutman split-half r's for the sixteen skill dimensions ranged from .71 to .99, with a median of .88. Spearman-Brown r's ranged from .71 to .99, with a median of .89.

This group was also asked to mark items which were unclear or ambiguous. Twenty-one items were changed in wording, but no items were deleted and none were added.

The SPSS program, "Reliability" (SPSS Inc., 1986), was also run using the returns from the study. Gutman split-half r's for the four primary divisions were .88, .86, .89, and .92. Spearman-Brown r's for these four groups were .89, .87, .89, and .92. For the sixteen skill dimensions, "Reliability" produced Gutman split-half r's between .49 and .89, with a median of .80. Spearman-Brown r's ranged from .62 to .96, with a median of .85. In terms of the four major areas, reliability scales are as high or higher for the study

respondents as they were with the original test group. For the greater breakdown related to the skill areas, the reliability scores for respondents were somewhat lower on some items, particularly those in which only three items formed the scale.

The Sample.

There are 304 independent school districts in Kansas. Instruments were sent to 304 school board presidents, 304 superintendents, and 304 principals. The 304 principals were selected by developing random numbers with an Apple IIe random number generator, 152 from secondary schools, and 152 from elementary schools. There are 1621 school principals in Kansas. Three hundred fifty-five instruments were returned, representing a 39% return.

Within each group of 304, 101 respondents were asked to mark items related to importance for one of the three job categories: board member, superintendent, or principal. These included fourteen activity areas and sixteen skill dimensions. The same 101 were then asked to rate the performance of a specific person occupying that position within his/her district on the fourteen job activities and on forty-three individual behaviors that were keyed to skill dimensions. Principals identified for performance ratings were identified by a random number based on the number of schools within the district. Superintendents were identified by name and respondents were asked to respond concerning board memers in terms of "the board as a group".

Forty-three behaviors were identified as semantic differential items, rated on a seven point scale, on the basis of the degree to which a person has exemplified that behavior over the past year. Behaviors identified for the study were those most commonly attached to skill dimensions as a basis of measurement.

Methods.

The complete study includes needs profiles for board members, superintendents, and principals. This one focuses attention on the principal.

The first derivation of needs was based on descriptive list of variables, identifying those with an importance/ performance gap greater than 10%, those that were lowest on performance ratings, and those with performance ranks at least two ranks below importance ranks. Since training efforts should capitalize on strengths, as well as areas of weakness, lists of those skills and activities that were regarded by respondents as being of greatest "importance" were also developed.

Ratings of importance and ratings of performance can be treated as interval data, but offers the bias of almost always producing an importance/performance gap. This appeared to be the case with this data, even though 67% of the respondents completed "importance" items on a different job category than occupied by the person whose performance was evaluated. To provide a somewhat more difficult test of significance, a nonparametric method was chosen--Wilcoxon's

Matched Pairs Signed-Rank Tests. For each skill dimension and each activity area, the difference between "importance" and "performance" was examined as those differences were identified by board members, by superintendents, and by principals.

Both activity areas and skill areas were examined in terms of whether there was a statistically significant gap between "importance" and "performance" when principals were broken into subgroups based on sex, race, age, and size of district. Subgroups based on sex and race had too few female administrators and too few nonwhites for effective study, so only groupings based on age and size were reported.

A primary purpose was to examine particular combinations of activities and skills, so that planning for instruction could combine sets of skills with appropriate activities. With each activity area as the dependent variable, the SPSS program, "Regression", was run to examine the degree to which behavioral skills influence performance on each activity. Independent variables included all sixteen skill dimensions, those performance scores derived from ratings on forty-three behaviors. Establishing those relationships does not explain cause/effect relationships, but should serve as solid evidence of which skill areas tend to be consistently associated with effective performance in activity areas.

Findings.

Table 1 lists the behavioral skill areas and the

activity areas in terms of those with the greatest distance between "importance" ratings and "performance" ratings and in terms of levels of performance. Areas

---

Table 1 Here

---

common to both lists were oral communication, risk taking, and organizational ability. Others showing on one list, but not the other, included stress tolerance, leadership, judgment, problem analysis, creativity, and conflict management. Three activity areas also showed up on both the greatest-gap list and the lowest-performance list. These were curriculum development, staff evaluation, and supervision of instruction. Areas of strength for principals included the skill areas of educational values, sensitivity, and judgment. Performance strengths in activity areas included student behavior, school climate, and community relations.

Table 2 identifies those skill dimensions and those activities in which rank of "importance" was at least two ranks higher than the rank of "performance". When skills

---

Table 2 Here

---

were compared in terms of ranks, differences were identifiable for organizational ability, leadership, decisiveness, stress tolerance, oral communication, conflict

management, risk taking, and creativity. Activities with important differences in rankings included curriculum development, supervision of instruction, program evaluation, staff selection, staff evaluation, staff development, and long-range planning.

Table 3 graphs "importance" versus "performance" ratings in eight of the sixteen dimensions.

Table 3 Here

Table 4 graphs the eight additional skill dimensions on the same basis.

Table 4 Here

Table 5 graphs "importance" ratings versus "performance" ratings for seven activity areas: curriculum development (CUR), supervision of instruction (SPR), program evaluation (EVL), staff selection (SEL), staff evaluation (ST), school climate (CL), and budget development (BGT).

Table 5 Here

Table 6 illustrates differences in "importance" ratings and "performance" ratings on seven additional activities: student activities (STD), records and accounting (ACC), student behavior (BEH), community relations (COM), facilities

managemednt (BLD), staff development (SDV), and long-range planning (PLN).

Table 6 Here

Table 7 identifies those skill dimensions in which board members, superintendents, and principals perceive a sigificant difference between ratings of "importance" for principals and ratings of "performance" for principals. Nine

---

Table 7 Here

---

of the skill areas show significant discrepancies for principals as perceived by all three groups. These include judgment, organizational ability, leadership, sensitivity, decisiveness, stress tolerance, oral communication, risk taking, and creativity.

Table 8 presents significant discrepancies between principals' activity performances as viewed by board members, superintendents, and principals. Five areas were seen by all

---

Table 8 Here

---

groups as having significant deficiencies: curriculum development, program evaluation, staff evaluation, community relations, and staff development.

Table 9 identifies activity areas in which there is an

importance/performance gap when principals are grouped by age and by size of the district. Performance gaps appear to be

---

Table 9 Here

---

greater for older principals; particularly in the areas of curriculum development, supervision of instruction, staff selection, and staff evaluation. When principals are grouped by size, smaller district principals tend to have gaps in more areas, particularly in supervision of instruction, program evaluation, school climate, and student behavior.

Table 10 identifies the behavioral skill areas that are shown as associated with each activity area. Each dependent

---

Table 10 Here

---

variable (activity) was examined in terms of the impact of the sixteen derived behavioral dimensions. In each case, the correlation of all variables with the dependent variable is reported (R), the explained variance is reported (R Squared), and the beta weight of each independent variable remaining in the equation is reported (b).

When program design is the purpose, the degree of association between skills and activities is less an issue than is the fact of clear and significant correlation. Table 10 indicates a percentage of influence (R squared) ranging from 14.63 to 48.08, with a median of 32.91%. Variables not

identified for training needs tend to have low percentages of skill influence.

The use of Table 10 data is for program planning, rather than for understanding needs and the correspondence between activities and skills need not be elaborated. One should recognize, however, that there is exceptional utility in designing programs around needed performance activity improvements and coupling appropriate skill areas to that instruction. To make best use of that concept, one must design simulations, case studies, or circumstances that will provide behavioral skill examples in which issues or topics based on these activities represent the content of the exercise.

Problem analysis, with reference to long-range planning, showed a negative beta. To identify, without error, the direction of influence (when betas are negative), one must translate using constants. Constants were not reported since the purpose was not predictive validity. The variable with a negative beta was included in references to program design in the conclusions section, even though the basic problem may be to identify why problem analysis showed those particular results.

Conclusions.

Skill dimensions that were indicated by both descriptive data and statistical methods, as well as identified by others, were judgment, organizational ability, oral communication, risk taking, stress tolerance, and creativity.

Inservice or developmental programs that focus specifically on these skills can be especially important. More important, however, will be the attachment of these and other skill areas to job activities.

Activity areas for which there appear to be consistent needs for principals include curriculum development, staff evaluation, and supervision of instruction. Staff development, long-range planning, staff selection, and program evaluation are also identified. Other areas are identified to a lesser degree, but could become important choices for particular audiences.

Curriculum development instruction should also include accompanying opportunities for performance practice and instruction in the skills of political astuteness and educational values.

Staff evaluation instruction should include accompanying opportunities for performance practice and instruction in political astuteness and leadership.

Supervision of instruction should also include accompanying opportunities for performance practice and instruction in personal motivation, range of interests, and conflict management.

Staff development training should include opportunities for performance practice and instruction in the skills of educational values, organizational ability, and range of interests.

Long-range planning instruction should also include

opportunities for performance practice and instruction in the skills of range of interests, political astuteness, leadership, personal motivation, and problem analysis.

Staff selection is not usually a task of principals, but perhaps could be if abilities were improved. To provide programs in this area, content or practice exercises should include skill improvement in personal motivation and political astuteness.

Program evaluation is of increasing importance to principals. Instruction in that area should involve appropriate content for the activity and opportunities for practice in political astuteness and judgment.

Recommendations.

Five skill areas that were most often associated with job activities included political astuteness, personal motivation, educational values, range of interests, and leadership. It may be worth noting that three of those--personal motivation, educational values, and range of interests--tend to be considered as personal characteristics rather than skill areas suggesting training. At the very least, these areas should be better defined and information shared about them, so that principals and potential principals can better present themselves as candidates and as job-holders. Leadership is a primary topic of every training program, but political astuteness is often incidental or non-existent as a training topic. Programs focusing on political analysis--not public relations--would seem to be appropriate

training concerns.

To clearly establish relationships between activities as they are identified and skill dimensions, there is a need to clearly associate the activity with a particular job. In addition, it is necessary to examine the logic of particular program designs to extend the concept of associated skills based upon that logic. Finally, it will be necessary to replicate the latter portion of this study until researchers are able to identify clear patterns of activity/skill associations.

Within the context of the model chosen, instruction for principals should provide content and simulations to improve performance in broad activity areas. Those programs should also provide opportunities for practice and consequent instruction in associated skill areas, providing opportunities within activities for instruction in related performance skills. Effective implementation of this concept would involve the selection of topics that represent issues or developmental processes in the activity. The particular instructional design would involve simulations, role-playing exercises, or case studies based upon opportunities to display specific skills.

Best instruction is most likely to be direct instruction. The program designs suggested should include direct instruction in each skill and in each activity, varying the exercises, simulations, or case studies included to provide direct coaching possibiities in behavioral skill

areas.

References

Douglas, J. Rex, and Johnson, M. Claradine (1985). Interrater Reliability, interrater agreement, and bias in a nationally sanctioned assessment center. Research sponsored by the Graduate School, Wichita State University. Submitted to ERIC.

Douglas, J. Rex, and Johnson, M. Claradine (1986). School Board Members' Training Needs: A Determinative Model. Research sponsored by the Kansas State Department of Education and Wichita State University. Submitted to ERIC.

Douglas, J. Rex, and Johnson, M. Claradine (1986). Superintendents' Training Needs: A Determinative Model. Research sponsored by the Kansas State Department of Education and Wichita State University. Submitted to ERIC.

Hoyle, J., English, F., and Steffy, B. (1985). Skills for successful school leaders. Arlington, Va.: American Association of School Administrators.

Laten, S., and Katz, G. (1975). A theoritical model for assessment of adolescents: the ecological/behavioral approach. Madison, Wis.: Madison Public Schools. (Wallace, G., and Larsen, S. C. 1978). Educational assessment of learning problems. Boston: Allyn and Bacon, Inc.)

McCleary, L., and Thompson, S. (1979. The Senior High School Principalship, Volume 3: The Summary Report.

Reston, Va.: National Association of Secondary School Principals.

SPSS, Inc. (19863). SPSSX Users Guide, 2nd edition. Chicago, Ill.: SPSS, Inc.

Table 1.

Skill Dimensions and Activity Areas Listed in order of Percentage Differences between Importance Ratings and Performance Ratings for Principals.

Skill Dimensions with Percentage Gap above 10% (Highest First)	Skill Dimensions with Ratings below the Mean (Lowest Rating First)
1. Stress Tolerance	14. Risk Taking
2. Oral Communication	13. Problem Analysis
3. Organizational Ability	12. Oral Communication
4. Risk Taking	11. Creativity
5. Leadership	10. Org. Ability
6. Judgment	9. Conflict Management

Activity Areas with Percentage Gap above 10% (Highest First)	Activity Areas with Ratings Below the Mean (Lowest First)
1. Staff Evaluation	16. Budget Development
2. Staff Selection	15. Curriculum Development
3. Curriculum Development	14. Long-Range Planning
4. Student Behavior	13. Staff Evaluation
5. Supervision of Inst.	12. Supervision of Inst.
6. Community Relations	11. Staff Development

Table 1 (Continued)

STRENGTHS--Skill Dimensions (Highest First)	STRENGTHS--Activity Areas (Highest First)
1. Educational Values	1. Student Behavior
2. Sensitivity	2. School Climate
3. Judgment	3. Community Relations
4. Personal Motivation	4. Student Activities
5. Leadership	5. Staff Selection
6. Stress Tolerance	6. Staff Evaluation

Table 2.

Discrepancies between Rankings of all Respondents Perceptions of Importance and Principals' Performance. N=112.

Skills	Imp.	Perf.	Activities	Imp.	Perf.
Prob. Anal.	14	15	Curr. Cev.	11	14*
Judgment	2	3	Super. of Inst.	5	10*
Org. Ability	5	12*	Program Eval.	8	11*
Leadership	3	6*	Staff Selection	2	5*
Sensitivity	4	2	Staff Eval.	1	6*
Decisiveness	8	10*	School Climate	3	2
Range of Int.	16	9	Budget Dev.	14	13
Personal Mot.	12	4	Student Act.	12	4
Ed. Values	7	1	Records and Acc.	13	8
Stress Tolerance	1	7*	Student Behavior	4	1
Oral Comm.	6	14*	Community Rel.	6	5
Written Comm.	13	8	Facilities Mgt.	10	7
Conflict Mgt.	9	11*	Staff Development	7	9*
Political Astute.	15	5	Long-Range Plnng.	9	12*
Risk Taking	10	16*			
Creativity	11	13*			

* Importance/Performance Gap of at least 2 Ranks.

Table 3.
IMPORTANCE-PRIN PERFORMANCE-PRN

5.43	4.79
6.30	5.33
6.07	5.01
6.15	5.14
6.11	5.36
5.82	5.07
4.73	5.12
5.52	5.32

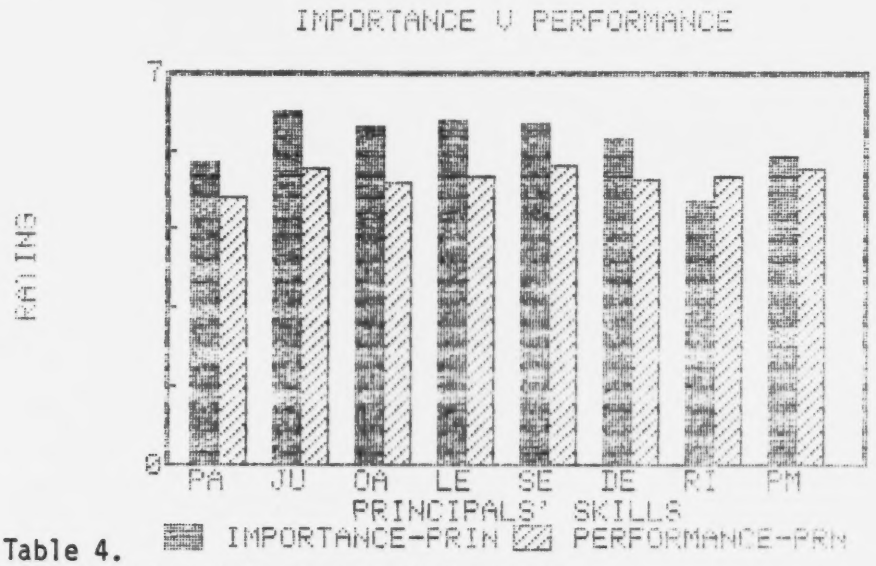

Table 4.
IMPORTANCE-PRIN PERFORMANCE-PRN

5.92	5.61
6.31	5.13
5.97	4.87
5.46	5.13
5.74	5.03
5.31	5.17
5.55	4.59
5.54	4.98

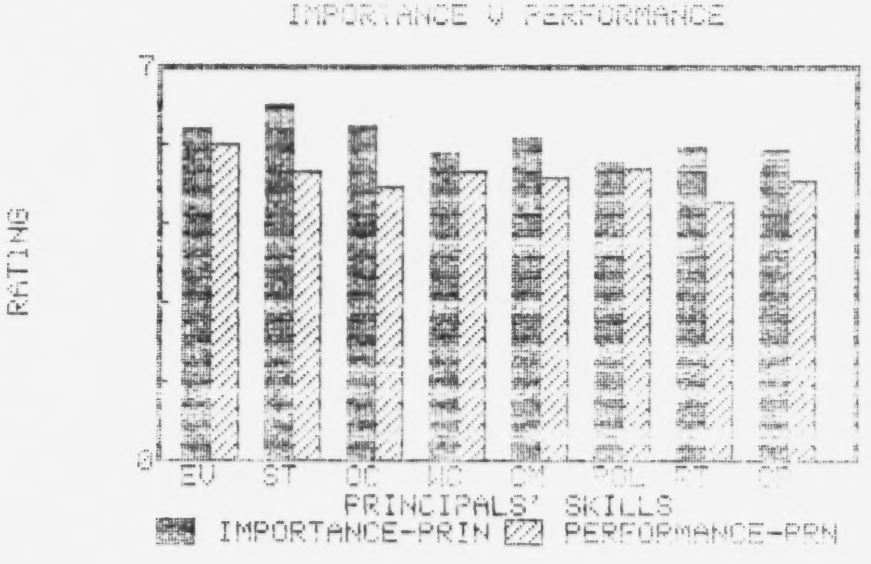

Table 5.
IMPORTANCE-PRIN PERFORMANCE-PRN

5.59	4.79
6.20	5.12
5.98	5.05
6.30	5.53
6.41	5.26
6.28	5.74
4.63	4.58

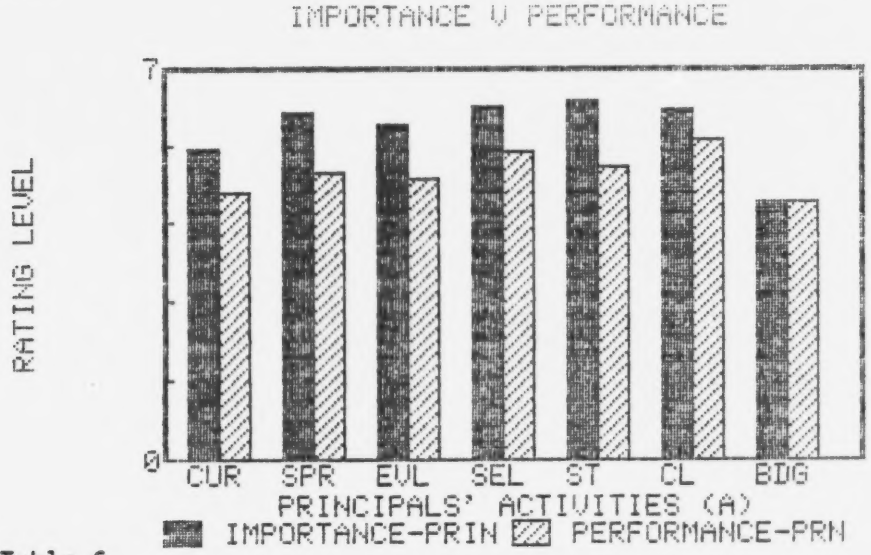

Table 6.
IMPORTANCE-PRIN PERFORMANCE-PRN

5.59	5.54
5.43	5.19
6.27	5.94
6.09	5.61
5.60	5.23
6	5.13
5.64	5.03

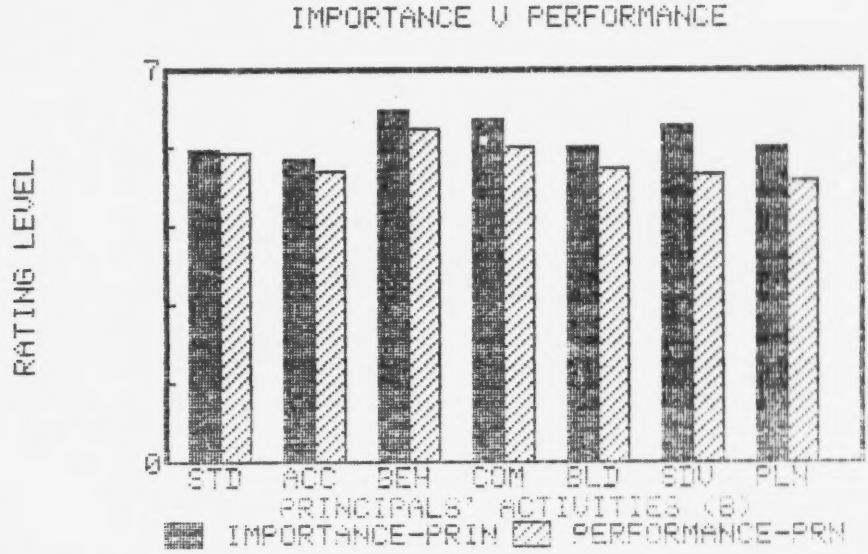

Table 7.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Skill Dimensions as Perceived by Kansas School Board Members, Superintendents, and Principals. Significance Levels as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Skill Dimension	Board Members	Superintendents	Principals
Problem Analysis	.01*	.04*	.16
Judgment	.00*	.00*	.00*
Organizational Ability	.01*	.00*	.00*
Leadership	.00*	.00*	.00*
Sensitivity	.00*	.00*	.00*
Decisiveness	.00*	.00*	.00*
Range of Interests	.61	.10	.06
Personal Motivation	.27	.29	.32
Educational Values	.15	.00*	.02*
Stress Tolerance	.01*	.00*	.00*
Oral Communication	.04*	.00*	.00*
Written Communication	.54	.06	.00*
Conflict Management	.10	.00*	.00*
Political Astuteness	.79	.11	.63
Risk Taking	.01*	.00*	.00*
Creativity	.01*	.00*	.00*

*P <= .05

Table 8.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals. Significance Levels as measured by Wilcoxon's Matched-Pairs Signed-Ranks Test.

Activities	Board Members	Superintendents	Principals
Curriculum Development	.03*	.00*	.01*
Supervision of Inst.	.06	.00*	.00*
Program Evaluation	.04*	.00*	.00*
Staff Selection	.01*	.00*	.00*
Staff Evaluation	.00*	.00*	.00*
School Climate	.08	.01*	.00*
Budget Development	.93	.71	.56
Student Activities	.41	.11	.30
Records and Accounting	.33	.06	.95
Student Behavior	.05*	.02*	.23
Community Relations	.01*	.01*	.01*
Facilities Management	.05*	.04*	.13
Staff Development	.03*	.00*	.00*
Long-Range Planning	.14	.00*	.03*

*P <= .05

Table 9.

Discrepancy Between Importance Ratings and Performance Ratings of Principals' Activities as Perceived by Kansas School Board Members, Superintendents, and Principals, when Principals are grouped by Age and Student Population of the District. Significance Levels as measured by Sign Tests.

Skill Dimensions	Principals		Principals	
	Under 45	Over 45	Under 6000	Over 6000
Curriculum Dev.	.54	.00*	.36	.63
Supervision of Inst.	.08	.00*	.05*	.08
Program Evaluation	.01*	.00*	.00*	.14
Staff Selection	.99	.00*	.99	.07
Staff Evaluation	.84	.00*	.08	.83
School Climate	.15	.11	.04*	.49
Budget Development	.00*	.86	.00*	.03*
Student Activities	.29	.68	.05*	.28
Records and Acctng.	.50	.99	.11	.77
Student Behavior	.00*	.36	.00*	.85
Community Relations	.00*	.04*	.00*	.00*
Facilities Mgt.	.50	.06	.28	.78
Staff Development	.00*	.00*	.10	.32
Long-Range Planning	.00*	.01*	.00*	.00*

*P <= .05

Table 10.

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
Curriculum Dev.	Political Astute..	.3899	.6442	.4150
	Ed. Values	.3443		
Supervision of Inst.	Per. Motivation	.2781	.5527	.3055
	Rnge. of Int.	.2184		
	Conflict Mgt.	.2000		
Program Evaluation	Political Astute..	.3410	.5887	.3466
	Judgment	.3095		
Staff Selection	Per. Motivation	.2946	.4945	.2445
	Political Astute..	.2539		
Staff Evaluation	Political Astute	.3719	.5665	.3209
	Leadership	.2883		

Table 10 (Continued).

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
School Climate	Sensitivity	.3405	.5450	.2970
	Political Astute..	.2837		
Budget Development	Ed. Values	.2550	.3897	.1519
	Written Com.	.199		
Student Activities	Ed. Values	.3825	.3825	.1463
Records and Acctng.	Per. Motivation	.2548	.4379	.1917
Student Behavior	Judgment	.3171	.5737	.3291
	Political Astute..	.3162		
Community Relations	Rnge. of Int.	.3954	.6491	.4213
	Sensitivity	.3613		

Table 10 (Continued).

Regression Analysis of each Activity for Principals and Sixteen Associated Skills. Stepwise Multiple Regression.

Activity	Skill	Beta	R	R SQ
Facilities Mgt.	Leadership	.3191	.5137	.2638
	Political Astute..	.2830		
Staff Development	Ed. Values	.3315	.6264	.3924
	Org. Ability	.2209		
	Rnge. of Int.	.2156		
Long-Range Planning	Rnge. of Int.	.2753	.6934	.4808
	Political Astute..	.2263		
	Leadership	.2802		
	Problem Analysis-	.2925		
	Per. Motivation	.2484		